



Behaviour Policy

Langley Park Primary Academy

Approved by: Sally Brading

Date: 10/10/2023

Last reviewed on: October 2023

Next review due by: July 2024

Contents

Contents	2
Overview	3
Aims of this Policy	3
Outcomes	3
Consistency in our Approach to Behaviour	3
Behaviour Module	4
Recognition and Rewards	5
Delivering Sanctions with Dignity	5
Sanctions	6
Stages 6 and 7-The Partnership Stage	7
Steps in Behaviour:	8
Stepped Sanctions :	8
What Staff Will Do	11
Consistencies	11
Assistant Principals and Middle leaders	12
Senior leaders	12
SEND and Behaviour Support	12
Serious Behaviour Matters	13
Exclusions Policy Statement	13
Formal Steps to Avoid Exclusion	13
Liaison with Parents	13
Monitoring	14
Behaviour Policy Appendix A	15
Behaviour Policy Appendix B	16
Appendix C Behaviour Policy Racist Incidents (to be read alongside the Racist Incidents Policy).	18
Appendix D:	18
Appendix E: Langley Park Behaviour Blueprint (for all stakeholders)	19

Overview

This policy sets out the expectations of behaviour at Langley Park Primary Academy. As part of the IB PYP community, we aim to create an environment which encourages and reinforces good behaviour and the fostering of positive attitudes towards learning. We do this by developing social skills through the approaches to learning. We have consistently high expectations of behaviour throughout the school and ensure children are able to accept responsibility, manage conflict, cooperate with and respect others. To do this, children must be taught what 'good behaviour' looks like and so clear expectations are maintained.

All members of staff will hold the highest expectations modelling the behaviour we expect from the children. This also extends to any visitor coming into our school. Positive and productive relationships with children are central to outstanding behaviour management. Adults take the lead with children who struggle to maintain positive relationships. At Langley Park Primary Academy, good behaviour is the expectation and not the exception. We acknowledge good behaviour as our 'default setting' and minimum standard. We promote in our children a sense of self-discipline rather than blind obedience and expect that children behave consistently whilst in school. Adults manage and influence behaviour; children are responsible for the choices they make.

Aims of this Policy

To promote a positive ethos in the school through encouraging a shared understanding of the values which underpin our school ethos.

To create a consistent environment that expects, encourages and recognises good behaviour and one in which everyone feels happy and safe.

To help pupils develop self-respect, self-control and accountability for their own behaviour.

To further promote self-esteem through success, positive relationships and awareness of how our behaviour impacts on ourselves and others.

To encourage the partnership between home and school In order for children to achieve their maximum potential, socially, emotionally and academically in school they must feel safe from physical and verbal aggression and disturbance and feel happy and secure.

It is the responsibility of every adult in school to ensure that children understand what is expected of them in terms of behaviour. We have a whole school approach to behaviour and discipline and we ensure that behaviour standards are consistent throughout the school.

Outcomes

This policy will promote the excellent ethos of the school. It will ensure that children and staff are happy and that they enjoy coming to school. It will underpin excellent teaching, learning and progress. It will promote the high standards and high expectations of the school.

Consistency in our Approach to Behaviour

Consistent response: Referring to the agreement made between staff and learners, simple and clear expectations reflected in all conversations about behaviour.

Consistent follow up: Never passing problems up the line, teachers and teaching assistants taking responsibility for behaviour interventions, seeking support wherever necessary but never delegating.

Consistent positive reinforcement: Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.

Consistent consequences: Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.

Consistent, simple rules/agreements/expectations referencing and promoting appropriate behaviour.

Consistent respect from the adults: Even in the face of disrespectful learners!

Consistent models of emotional control: Emotional restraint that is modelled and not just taught, teachers as role models for learning, teachers learning alongside learners.

Consistently reinforced rituals and routines for behaviour around the site: in classrooms, around the site, at reception.

Consistent environment: Display the quality of a good primary school, consistent visual messages and echoes of core values, positive images of learners. Children need to have clear boundaries and know what is expected from them. We have high expectations of behaviour for every child. So that the children are aware of our expectations regarding behaviour, they are shared with the children, explained to them and displayed in their classrooms.

The expectation at Langley Park Primary Academy is that all pupils are:

Ready

Respectful

Safe

These school rules are displayed prominently around the school and are referred to in discussions around conduct.

Behaviour Module

The Behaviour Module that we use via Broncom, is a system that allows Leaders, Class Teachers and Learning Support Assistants to record and celebrate a child's success. As a platform, it also allows Leaders, Class Teachers and Learning Support Assistants to record sanctions. All parents will have access to view their child's account.

Recognition and Rewards

Recognition Board

Every classroom has a recognition board which celebrates positive learning attitudes, choices and behaviour. This board is in a prominent position in the classroom. The recognition board focuses on a specific approach to learning, behaviour or expectation, which is relevant to that class at the time and which is explicitly taught to the class with good examples highlighted. When a child demonstrates the specified approach to learning/behaviour/expectation, their name is added to the board.

Their name remains on the board and cannot be removed – **this achievement cannot be undone by other negative behaviours.**

Each class works collaboratively and supportively to achieve the aim of everyone having their name on the board. This further supports the 'group decision making' aspect of the approaches to learning. The boards will be refreshed depending on the needs of the class.

Additional Positive Reinforcement

Golden Apple-above and beyond development of the learner profiles. One child selected per class, per week. Celebration assembly.

Positive Behaviour Certificates : Postcard (100), bronze (200) , silver (300), gold (500), platinum (1000).

Positive email home – Once a week.

Positive phone call home – As and when appropriate.

Behaviour Points – Everyday.

Having responsibilities either in the class or in the school in general.

Having work displayed in the classroom and around the school in a stimulating, attractive and tidy environment.

Presenting work to the class or showing to other teachers/classes (when appropriate).

For those needing additional support: behaviour action plans created with the principal and targets set. Letters sent home to parents/carers when behavioural targets have been met.

Must use these only and no other means.

Our staff know that it is not just what you give but the way you give it that counts.

Delivering Sanctions with Dignity

Our success is tested not by the absence of problems but by the way we deal with them.

Behaviour management begins at classroom level with a positive and proactive approach.

This could include:

- redirection
- distraction
- non-verbal strategies
- expectation reminder
- gentle encouragement
- sitting with learning support staff or other adult
- sitting in another part of the room but still within the lesson

- peer led approaches – changing groupings, encouraging positive pairings

For the vast majority of our children a gentle reminder of the Langley Park expectations is all that is needed. Pupils who choose to continue to make poor behaviour choices must know that they are responsible for these.

Staff will make it clear to the child in what way they have not behaved in the expected manner and link sanctions to it calmly. It is in nobody's interest to confront poor behaviour with anger. At Langley Park adults de-escalate skilfully.

Sanctions

Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating unless the behaviour is dangerous to self or others. In which case, further assistance should be sought. Staff will use the steps in behaviour for dealing with poor conduct.

1. Non verbal cue in the first instance, leading to the reminder

A reminder of the expectations for learners *Ready, Respectful, Safe* delivered privately to the learner. The teacher makes them aware of their behaviour. The learner has a choice to do the right thing.

2. Caution

A clear verbal warning, accompanied with visual prompts where appropriate, delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their previous good conduct to prove that they can make good choices.

Scripted approaches at this stage are encouraged. A scripted 30 second intervention might look or sound like the following at this stage:

- Gentle approach, personal, non-threatening, side on, eye level or lower.
- State the behaviour that was observed and which rule/expectation/routine it contravenes.
- Tell the learner what the consequences of their action is. Refer to previous good behaviour/learning as a model for the desired behaviour.
- Walk away from the learner; allow them time to decide what to do next. If there are comments, as you walk away write them down and follow up later.

We resist endless discussions around behaviour and spend our energy returning learners to their learning.

3. Last Chance

The learner is asked to speak to the teacher away from others. Boundaries are reset. Learner is asked to reflect on their next step. Again they are reminded of their previous conduct/attitude/learning. Learners are given a final opportunity to re-engage with the learning / follow instructions.

4. Time Out / Time to Reflect

The child will be asked to take some time to think about their behaviour. 'Time Out' will take place either in the classroom (within the class's reflection area) three - five minutes should be enough time for the child to consider their actions and how they need to change their behaviour. If a child needs time out from learning, the class teacher may decide that the child then needs to complete the missed learning time at morning or lunchtime break. It will be explained to the child that they are missing time from their break as they missed time from their learning due to their behaviour choices.

5. Parking and Reparation / Time to Reflect - Partner Class

If the step above is unsuccessful, or if a learner refuses to take a time out then the learner will be asked to go to a partner class. If appropriate, a member of the Senior Leadership Team will be called to support. Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.

Repair

A time out should be followed by a restorative conversation between the child and the teacher/ teaching assistant who dealt with the behaviour. Once the behaviour has been discussed the child should re-engage with the whole class learning. Learners' may have their behaviour monitored by teachers to show progress towards agreed targets. At Langley Park Primary Academy, we make sure that this is done discreetly. We do not advertise poor behaviour to other learners or give fame to those who choose to meet our high standards of behaviour.

Stages 6 and 7-The Partnership Stage

The partnership stage will be implemented where there is a serious cause for concern. The learner will be allocated a personal support person (from the Senior Leadership Team).

They will be expected to:

Support and if necessary facilitate restorative (repair) conversations between the member of staff and learner.

Develop an appropriate behaviour action plan (see appendix C) with the learner

Monitor and review and mentor using the behaviour action plan.

Discuss both the consequences for the learner if not meeting the required action and the positive outcomes for everyone if conduct improves

All of these matters will be confirmed in writing and recorded.

Steps in Behaviour:

For most behaviour incidents, these steps will support children in making the right behaviour choices.

Stepped Sanctions :

1. Reminder : non verbal in the first instance leading to a verbal reminder.
2. Warning : private verbal reminder.
3. Last chance : LPPA Framework.
4. Reflection time : calm zone in class.
5. Reflection time : calm zone in partner class.

Stage	Description of stage	Examples of behaviour	Comments
1	<p>Non verbal cue in the first instance, leading to:</p> <p>The Reminder- a reminder of the expectations for children-Ready, Respectful & Safe--delivered privately to the child or a general reminder to the class. The teacher is making them aware of their behaviour and the child has a choice to do the right thing.</p>	<p>Aggravations Calling out Wandering about classroom Running in the school building Interrupting other pupils Ignoring minor instructions Silly noises/Minor Annoyances Pushing in the line Talking during silent work Minor Playground Incidents</p>	Monitor
2	<p>The Warning- a clear verbal caution (30 second intervention) delivered privately to the child making them aware of their behaviour and clearly outlining the consequences <i>if they continue</i>. The child has a choice to do the right thing. Children will be reminded of their previous good behaviour to prove they can make good choices.</p>	<p><i>Repeated stage 1 behaviour</i></p>	Monitor
3	<p>The Last Chance- use <u>the script</u> we wrote to ensure consistency. At LPPA we resist endless discussions around behaviour and spend our energy returning</p>	<p><i>Repeated stage 1 behaviour</i></p>	Monitor

	children to their learning.		
4	<p>The Time Out / Time to Reflect - the child is asked to speak to the teacher away from others, boundaries are reset, the child is asked to reflect on their next step (at this point they are reminded of previous good behaviour, attitude, or learning), the child is given a final opportunity to re-engage with the learning/follow instructions. Children can also be sent to the reflection space within the classroom.</p> <p>Time out: 5-10 minutes of break or lunchtime (Change of face/place).</p>	<p>Less Serious Repeated stage 1 behaviour Refusal to work/Unacceptable output Deliberate disruption Accidental damage through carelessness Minor challenge to authority Minor, non-directed swearing Repeatedly annoying other children Playground skirmish Being in a building unauthorised Spitting</p>	Log behaviour on Behaviour Log
5	<p>Parking and Reparation / Time to Reflect -if step 4 is unsuccessful, or if the child refuses to take a time out, then the child will be asked to leave the room to work in the classroom next door under a pre-existing agreement with colleagues. Children who reach step 5 will be expected to attend a reparative meeting.</p> <p>Sent to partner classroom</p>	<p>More Serious Repeated Stage 4 Behaviour Deliberately throwing small objects with the intention to harm or break Harming someone Damage to school/pupil property Self-exiting Repeated refusal to do set tasks Deliberate rudeness to adults Harmful/offensive name calling Directed swearing at another child Bullying Less serious playground incidents/fighting</p>	<p>Partner Class Year 6 -Year 3 Year 5 - Year 6 Year 4 – Year 5 Year 3 – Year 4 Year 2 – EYFS Year 1 – Year 2 EYFS – Year 1</p> <p>Behaviour log Parents contacted by teacher</p>
	Other possible sanctions	<p>Writing a letter of apology during playtime/breaktime Behaviour chart/ 'On report' monitored by AP/VP - copy sent home at the end of week to parent. Internal exclusion/Playground exclusion Withdrawal from whole school events e.g. trips</p>	
6	<p>Refer to VP Behaviour Log/reparation CT to phone home. Internal exclusion with SLT. (Focus on behaviour reflection or completing tasks not completed in class).</p>	<p>Very Serious Repeated Stage 5 Behaviour Self-exiting Fighting in the classroom More serious playground incidents/fighting Serious fighting & intentional physical harm to other children Throwing large dangerous objects Serious challenge to authority Verbal abuse/swearing to any staff or parent Bringing the school into disrepute e.g. on public transport, road. Vandalism/Graffiti/Stealing Persistent bullying Racist incidents Malicious or inappropriate use of new technologies</p>	<p>Behaviour log/Serious Incident Form</p> <p>Parents contacted by VP</p>

	Other possible sanctions	Formal telephone call/contact/ letter/ meeting with parents by above. Possible recompense for damaged property from parent School 'community service' Behaviour chart/ 'On report' monitored by AP / VP - copy sent home at end of week to parent Daily home school behaviour contact book Possible denial of technology access rights Possible fixed term exclusion up to 15 days/Permanent exclusion Exclusion from site at lunchtimes Withdrawal from whole school events e.g. trips Internal exclusions	
7	Refer to Principal SLT to call home. Behaviour log/reparation Behaviour contract made in conjunction with parents, CT and SLT. Fixed term/Permanent exclusion possibility.	Extremely Serious <i>Repeated Stage 6 Behaviour</i> Extreme danger or violence Very serious challenge to authority Verbal abuse Violence towards any member of staff Running out of school Possession of a weapon considered to be dangerous by an adult	Behaviour log/Serious Incident Form

Each new session during the day presents an opportunity for children to have a ‘fresh start’.

If children are repeatedly reaching high level classroom sanctions, senior leaders will support class teachers to create a behaviour action plan.

Parents/guardians will be expected to support this plan at home. Class teachers are responsible for the behaviour action plan with the full support of senior leaders.

What Staff Will Do

High quality behaviour for learning is underpinned by relationships, lesson planning and positive recognition.

Ready, Respectful, Safe must be displayed in each learning space and referred to in conversations around conduct.

Praise is the key to improving behaviour and staff should be aiming to give out praise at least four times as often as consequences.

Consistencies

All staff:

- Meet and greet at the door.
- Model positive behaviours and build relationships.
- Plan lessons that engage, challenge and meet the needs of all learners.
- Use a mechanism for positive recognition throughout each lesson.
- Refer to ‘Ready, Respectful, Safe’ in all conversations about behaviour.
- Be calm and give ‘take up time’ when going through the steps. Prevent escalation before sanctions.
- Follow up every time, retain ownership and engage in reflective dialogue with learners.
- Never ignore or walk past learners who are behaving poorly.

What You Permit, You Promote.

Assistant Principals and Middle leaders

Assistant Principals and Middle leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

They will:

- Meet and greet learners at the beginning of the day
- Be a visible presence in their phase team to encourage appropriate conduct
- Support staff in returning learners to learning by sitting in on reparation meetings and supporting staff in conversations where needed.
- Regularly celebrate staff and learners whose efforts go above and beyond expectations
- Encourage use of Positive Notes and/or Positive Phone Calls
- Ensure staff training needs are identified and targeted

Senior leaders

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Senior leaders will:

- Meet and greet learners and parents at the beginning of the day
- Be a visible presence around the site
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations
- Regularly share good practice
- Support Assistant Principals and Middle Leaders, class teachers and learning support assistants in managing learners with more complex or entrenched negative behaviours .
- To support writing behaviour action plans.
- Use behaviour data to target and assess school wide behaviour policy and practice

SEND and Behaviour Support

The support given may include:

- Being given assistance in the classroom
- An understanding by the class teacher and LSA of the needs of the child
- Where appropriate, the use of individual behavioural strategies for school, for example the incredible five point scale.
- Where appropriate, the use of individual behavioural strategies for home/school
- Where appropriate, the use of a behavioural/ABC chart
- Close collaboration with parents
- A Pastoral Support Plan (See Appendix C) may be developed and incorporated within the EHCP where appropriate
- Involving outside agencies, Educational Psychologist, Child and Family Consultations Services, Social Services.

Serious Behaviour Matters

Depending on the age of the children these incidents will be dealt with at the discretion of the school staff. All serious behaviour matters must be referred immediately to the Principal or Vice Principal.

Such incidents could include:

- Fighting
- All forms of bullying (see separate policy).
- Racist, sexist or homophobic comments (see separate policy).
- Physically striking adults

Exclusions Policy Statement

In order for children to achieve their maximum academic potential in the school they must feel safe from physical and verbal aggression and disruption. There is a clearly defined progression of strategies which we employ when the behaviour of a child falls short of our expectations.

Exclusion is used as a last resort when we have exhausted all these strategies or an extremely serious isolated incident has occurred and a child has been unable to demonstrate an acceptable level of behaviour as set out in our behaviour policy (see below for principle exceptions).

Where exclusion is the result of persistent incidents, an individual programme of support will have been set up with the full involvement of the child concerned, their parents/carers, class teacher and any appropriate support staff.

Please refer to the academy Exclusion Policy for further details.

Formal Steps to Avoid Exclusion

Whenever possible we strive to avoid the use of exclusion as a sanction for inappropriate behaviour. We have therefore devised a hierarchy of sanctions, where a fixed term of exclusion may only be used after the implementation of alternative strategies. In most cases, pupils respond positively to alternative strategies in advance of the fixed term exclusion stage. The academy involves parents as partners in finding ways of helping their child to be a proactive and integrated member of the academy community. Knowing that the academy and parents are working together is a powerful tool in helping a child to become responsible for their own behaviour.

Liaison with Parents

Parents will be kept informed about their child's behaviour by the Class Teacher, either by letter, verbal communication or telephone. If it is considered useful to monitor behaviour on a regular basis, a Home/Academy Contact Book or report may be used if appropriate and in agreement with the academy staff and parents/carers.

This can be written in either daily, or weekly, as considered appropriate, by both class teacher and parents. This in itself can be a useful tool for improving behaviour.

If a child's behaviour has been particularly serious a letter may be sent home to invite parents into school to discuss the behaviour and any support the school might be able to offer. At this meeting the school and parents may draft a behaviour action plan, which identifies the strengths of the child and clearly states the strategies in place to deal with unacceptable behaviour. These plans are then reviewed regularly with all stakeholders, until necessary.

Monitoring

All staff, both teaching and non-teaching will continually monitor behaviour throughout the school. Children's behaviour should be recorded on the Behaviour Log, if it is deemed as persistent low level disruption or for incidents of verbal/physical aggression to any member of our community. Staff will need to decide on what to record and then the level of behaviour being exhibited. The Behaviour Log will help to track possible triggers and identify any trends in behaviour using the ABC method (recording antecedent, behaviour, consequence). Staff will ensure that the pupil's voice is recorded after all incidents as necessary - it is key that all children involved in the incident have their voice heard and recorded.

Review

The policy will be reviewed on a two year basis and agreed changes will then be incorporated as necessary.

Behaviour Policy Appendix A

Link to Behaviour Handbook for all staff :

Primary education forms the bedrock of development. It is in primary school that children learn foundational skills that prepare them for life, work and active citizenship. Quality education empowers children and young people, safeguards their health and well-being, and breaks cycles of poverty. Successful behaviour management allows children to form safe and nurturing relationships with adults, which in turn will lead to successful outcomes.

With the above in mind, the purpose of this handbook is to give some fundamental advice on how to work with all children throughout the school. All techniques, principles and strategies explored come from evidenced research (Rosenshine's Principles) .

https://sites.google.com/d/11DwMxGDBW74UBxYCSq85kjezOpDd0d8M/p/1Fiyc019JydLqG6ecuz2Q6Amq_AuQs-4C/edit

Behaviour Policy Appendix B

PIVOTAL CURRICULUM STAFF GUIDELINES BEHAVIOUR MANAGEMENT GUIDELINES FOR STAFF

These guidelines are based on the principle that all students and adults at LPPA should be valued equally, respect the needs of others and promote a positive climate for learning.

Everyone is asked to be “Ready, Respectful and Safe”.

This outline of good practice is the way to good order; it can help you professionally as well as creating an atmosphere in which effective teaching and learning can take place.

Good behaviour depends above all on establishing appropriate relationships with students and young people. Staff must take the initiative to establish relationships and if we act in a consistent and positive way, so will the vast majority of students. Act as a friendly adult, willing to show students where the boundaries of acceptable behaviour lie. If you can do this with both words and actions you can create appropriate relationships.

Do all you can to follow the 5 pillars of the Pivotal Curriculum:

CONSISTENT, calm adult behaviour

First attention for BEST conduct

Relentless ROUTINES

SCRIPTING difficult interventions

RESTORATIVE follow up

Greet and be greeted

Speak and be spoken to – around school as well as in the classroom

Smile and relate

Communicate clearly

Expect to give and receive respect

Treat everyone as an individual

Set and expect high standards

Apply rules firmly and fairly

Model positive behaviour

Remember – our success is tested not by the absence of problems but by the way we deal with them.

Professional Standards

All staff members at Langley Park are experienced and professional and, with mutual support and help, problems can be dealt with effectively.

Do all you can to avoid:

Humiliating – it breeds resentment

Sarcasm - it damages you

Overreacting - the problem will grow

Shouting - it diminishes you

Blanket punishments - the innocent will resent them (as will their parents)

Over-punishments - never punish what you cannot prove or set a consequence disproportionate to the behaviour.

Audiences - the desire for a student to entertain to avoid embarrassment can exacerbate the problem

Remember: If you can establish your authority firmly and calmly by separating the problem from the person, most problems can be solved.

If you cannot resolve a problem, refer it to someone else.

Never ignore unacceptable conduct and make sure it is pursued to a satisfactory conclusion.

Staff members with good discipline have established good working relationships with students.

PIVOTAL CURRICULUM: THE SYSTEM

The "Pivotal Curriculum" is based on choices, chances and consequences and the system is designed to promote positive behaviours of being "ready, respectful and safe" and reinforce the "Achievement for All" guidelines to:

Do the right thing

Be persistent

Be consistent

Praise is the key to improving behaviour and staff should be aiming to give out praise at least four times as often as consequences.

Positive notes for students going "above and beyond" are provided and positive emails / calls home are encouraged.

Staff should be using "soft" classroom management techniques to manage behaviour throughout the lesson.

Soft classroom management techniques include:

Control the entrance to the room through meeting and greeting every individual

Use a seating plan and enforce it – refuse requests to sit with friends

Dress for the role – look the authority figure

Model good behaviour – be polite and firm

Ensure that resources are available and prepared prior to the lesson to avoid opportunities for disruptive behaviour.

Have an activity ready on the board or on desks as students enter the room

Have class rules and enforce them consistently – e.g. coats off, equipment and visual timetable on desk where needed.

Use an assertive tone but avoid shouting

Don't make empty threats.

Appendix C Behaviour Policy Racist Incidents (to be read alongside the Racist Incidents Policy).

Langley Park, as a school community, recognise and value our diversity and feel that this is an area for all stakeholders to celebrate. Therefore the school has adopted a zero tolerance policy on any racially motivated comment or action that is made with the intention of making another person upset.

In the case of a racist incident which fits this criteria, it will be reported to a member of the SLT who will fully investigate the incident. If the conclusion that a child has deliberately set out to upset another child then the following steps will be followed:-

- The child will automatically be put into reflection Both parents will be notified of the incident in writing
- The Online Incident Monitoring Form will be completed
- The incident will be reported in the school's return
- The letter informing the parent of the child responsible will be placed within the child's file for future reference.
- If in the future the child repeats the incident this will be followed by a fixed term exclusion either internally within the school or if deemed appropriate externally from the school.

Appendix D:

Behaviour Action Plan Template

<https://docs.google.com/document/d/1rQsi6Y9hCmvwq1gU3k8qsa2QjKsMlwcNL4LjbeSTiGE/edit?usp=sharing>

The benefits of using a school-based behaviour support plan include: Eventually reducing the frequency and severity of the behaviour which challenges, as triggers are identified and addressed. Providing clear documentation of any incidents. Ensuring everyone working with the child consistently uses the same approaches.

Pastoral Support Plan Template:


<https://docs.google.com/document/d/1kvEE0qUxyuXRBqoCcQABNiZJ9iFKhbmd/edit?usp=sharing&oid=105163256380326544686&rtpof=true&sd=true>

This Pastoral Support Plan (PSP) is a school based process intended to support the child if the school based strategies have not been successful. A PSP is a planned intervention for pupils who have received Fixed Term exclusions or at risk of permanent exclusion.

Online Incident Monitoring Form:

https://kentcc-self.achieveservice.com/en/AchieveForms/?form_uri=sandbox-publish://AF-Process-418b82e4-6917-4c9b-b7af-e9722e4fe086/AF-Stage84d73946-8fa1-475e-a3b8-e87f01df1545/definition.json&redirectlink=%2Fen&cancelRedirectLink=%2Fen

Appendix E: Langley Park Behaviour Blueprint (for all stakeholders)



Langley Park
Primary Academy

Langley Park Behaviour Blueprint

Our Rules : Ready, Respectful, Safe

Adults will :
Have high expectations for all.

Building trusting relationships by supporting pupils to be the best they can be.

Be calm, kind, assertive and positive at all times.

Pupils will:
Be ready to learn.


Be respectful of themselves, those around them and school.

Make safe choices.

Parents will :
Prepare their child to be ready to learn.


Support their child to be respectful of themselves, those around them and the school.

Support the school in teaching their child how to make safe choices.



Langley Park
Primary Academy

Learning Today For Life Tomorrow



Langley Park
Primary Academy

How we support pupils :

- We promote strategies to help pupils understand and identify emotions in themselves and others, encouraging positive problem solving.
- We promote mindfulness to support pupils to develop self-esteem, skillfully approach challenges and manage stressful situations.
- We listen and reach out to external services that may be needed.

How we celebrate success :

- Class recognition boards actively looking for pre-selected behaviours in all pupils.
- Our Behaviour Module supports parents in feeling connected to their children's positive behaviour.
- Whole school assemblies.
- Positive praise for effort to promote intrinsic learners.

Stepped sanctions :

1. Reminder : non verbal
2. Warning : private verbal reminder
3. Last chance : LPPA Framework
4. Reflection time : calm zone in class
5. Reflection time : calm zone in partner class
6. SLT support
7. Contact with parents if necessary
8. Pastoral support plan
9. Internal and external exclusion

Behaviour Module :

The Behaviour Module that we use via Broncom, is a system that allows Leaders and Class Teachers to record and celebrate a child's success. As a platform, it also allows Leaders and Class Teachers to record sanctions. All parents will have access to view their child's account.

Restorative Conversations

When things go wrong we have a restorative conversation.

Conversation Structure :

What has happened?

What were your choices at the time?

Who else was affected by your behaviour?

What have you thought since?

How can we make this right now?

Langley Park Behaviour Blueprint



Langley Park
Primary Academy

Our Rules : Ready, Respectful, Safe

Recognition Boards :

"The advertising of poor behaviour to the rest of the class doesn't help, but routinely advertising the behaviour that you do want does" When the Adults Change, Everything Changes by Paul Dix

We strongly believe in explicitly teaching behaviours we want to see and celebrating positive behaviour often. We have introduced 'recognition boards' in each class to promote positive behaviours.

Each class has their own recognition board.



Learning Today For Life Tomorrow



Langley Park
Primary Academy

- At the start of the session, the board is blank and the teacher writes up today's target e.g. build on others ideas in class.
- When a child meets the target, their name goes up on the board
- The aim is to get everyone's name on the board by the end of the session
- Children cannot be removed from the board; if they demonstrate the target, their name goes up!
- All children achieve the recognition board target will earn points on their Behaviour Module.

Poor behaviour is dealt with separately (please see the stepped sanctions).

